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ABSTRACT

This paper focuses on planning, development, implementation, monitoring, and evaluation of a competency-based curriculum that could be a model or guide for state correctional systems. Chapter 1 addresses the need for strong educational leadership to effect change in the curriculum of a prison system. Chapter 2 contains background and problem statement; chapter 3 provides definitions of terms. The discussion of planning in chapter 4 covers planning and advisory committees, determining competencies needed, designing a framework and philosophy, preparing a plan of action, planning for evaluation, developing a reporting system, and planning and designing a followup system. Chapter 5 concerns the two principal parts of the development process--staff training and development and curriculum development. The focus of chapter 6 is implementation, including staff training and development at the institutional level, student assessment, implementation of instruction, and followup. Chapter 7 briefly discusses learner assessment. Chapter 8 outlines by level and function major monitoring functions and suggested responsibilities. In chapter 9 three major evaluation components are outlined: program evaluation (formative), folowup study of parolee success (external evaluation), and summative evaluation. Evaluation activities are suggested. Following a summary (chapter 10), chapter 11 describes competency-based curriculum development in the California Department of Corrections. (YLB)

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AN ADULT COMPETENCY-BASED CURRICULUM MODEL FOR A STATE DEPARTMENT OF CORRECTIONS

by

Keith W. Hayball, Ed.D.
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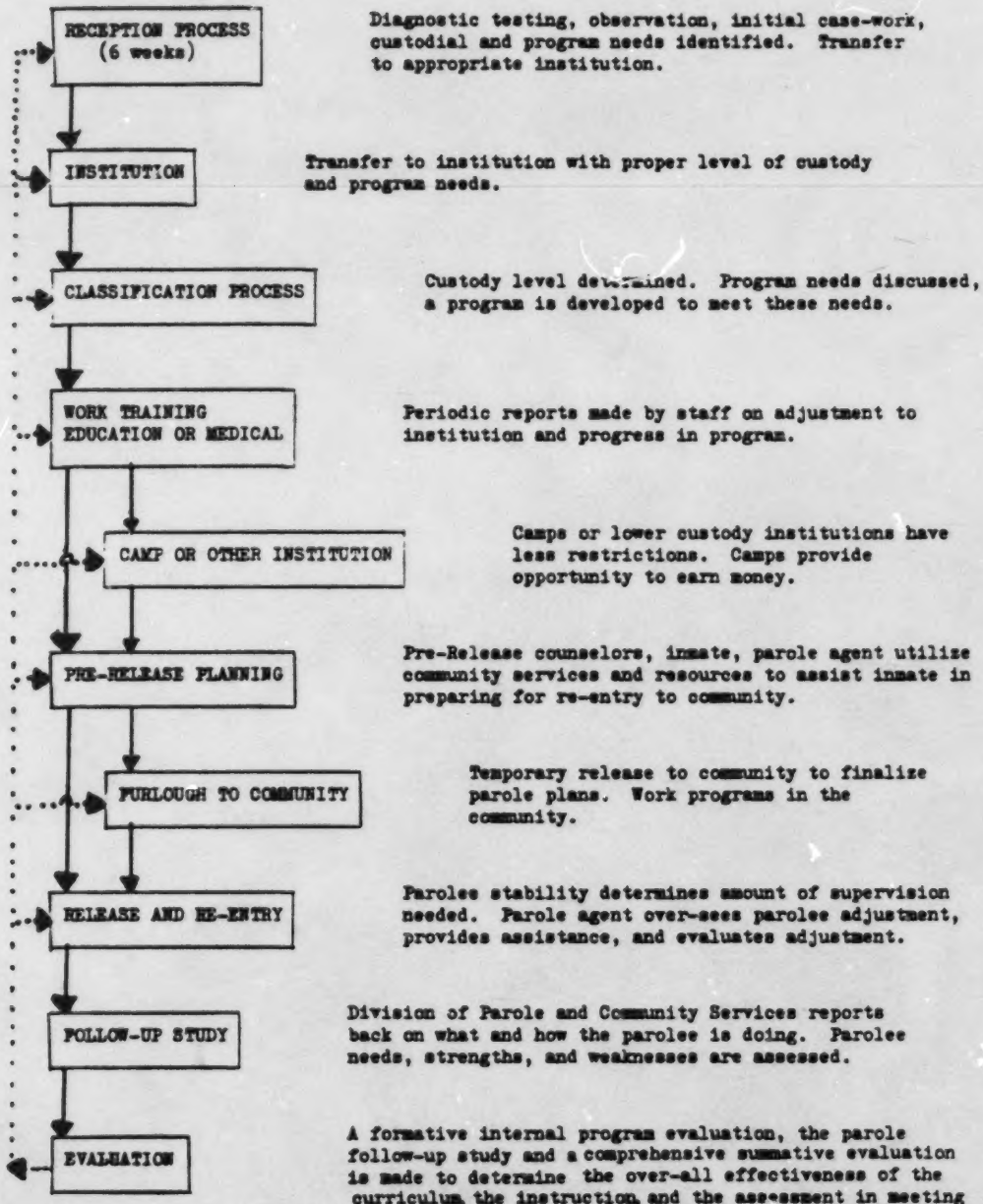
Preface

State agencies and departments of correction are charged with holding and safe-keeping of felony committments from the counties within their respective states and with the supervision of parolees released to the communities in these counties. In addition, these agencies and departments have a responsibility to the people in the community to help inmates better prepare for community return. Figure 1 illustrates the reception, incarceration and release processes in the California system. Emphasis in the prison community is, given first, to maintaining the safety and security of the prison, the staff and the inmates, and second, to the helping of inmates prepare for community return. This is as it should be. In California, as in other states, legislation has been enacted and new legislation is being considered that will put more people into prison for longer periods of time and increase prison over-crowding. This over-crowding, coupled with increasing unrest, gang violence and the need for more secure, modern and safe institutions, requires an increasing portion of the department's emphasis, resources, time and effort. Educators and other staff who are responsible for the planning, developing, operating, over-seeing and evaluating programs and activities that are essential to institutional operations and assist inmates in self-improvement and better preparation for return to the community, must provide additional leadership and direction to the department, institutions, and to these programs to insure that this portion of the department's responsibility is carried out.

FIGURE 1

THE RECEPTION, INCARCERATION AND RELEASE PROCESSES

CALIFORNIA DEPARTMENT OF CORRECTIONS


RECEPTION PROCESS (6 weeks)
Diagnostic testing, observation, initial case-work, custodial and program needs identified. Transfer to appropriate institution.
INSTITUTION
Transfer to institution with proper level of custody and program needs.
CLASSIFICATION PROCESS
Custody level determined. Program needs discussed, a program is developed to meet these needs.
WORK TRAINING EDUCATION OR MEDICAL
Periodic reports made by staff on adjustment to institution and progress in program.
CAMP OR OTHER INSTITUTION
Camps or lower custody institutions have less restrictions. Camps provide opportunity to earn money.
PRE-RELEASE PLANNING
Pre-Release counselors, inmate, parole agent utilize community services and resources to assist inmate in preparing for re-entry to community.
FURLOUGH TO COMMUNITY
Temporary release to community to finalize parole plans. Work programs in the community.
RELEASE AND RE-ENTRY
Parolee stability determines amount of supervision needed. Parole agent over-sees parolee adjustment, provides assistance, and evaluates adjustment.
FOLLOW-UP STUDY
Division of Parole and Community Services reports back on what and how the parolee is doing. Parolee needs, strengths, and weaknesses are assessed.
EVALUATION
A formative internal program evaluation, the parole follow-up study and a comprehensive summative evaluation is made to determine the over-all effectiveness of the curriculum, the instruction, and the assessment in meeting the needs of inmates preparing for parole and parolees on parole. Problem areas and areas of strength are identified and feedback provided to all components of the model.

Chapter I

Educational Leadership and Change in the Prison Community

Critical to the success of any endeavor that involves the complex workings of a state agency and departments with the field operations concerned, is the quality of leadership provided. The primary leadership responsibility in this effort is that of the chief educational officer of the department, his/her staff and the on-site educational administrators. Educational leaders must encourage cohesiveness and cooperation between each of the institutional programs and with the department. The department and the leadership must provide a means for institutional staff to participate in the planning and decision making processes related to the inmate educational program and to curriculum development, program operations and program evaluation. The total program and the leadership must provide for the effective utilization of institutional and community resources and services, and must include the active participation of inmates and parolees for whom the program, the institutions, the departments and the agencies exist.

Change comes slowly, if ever, to the traditional prison and to its program, activities, philosophy and goals. Prisons and people who work in traditional prisons and inmates are, for the most part, reluctant to change. In addition to this reluctance, are the marked operational differences between most prisons, even within the same state system. The point here is that change of any magnitude will be gradual. A change in the curriculum of a prison system, such as this paper outlines, will require strong, concise, educational leadership, and the time, effort, support, understanding and communication of all people at all levels. Such change will require and should help foster inter-institutional cohesiveness, cooperation and unity of effort.

Chapter II

Background and Problem Statement

The "informal" curriculum of a prison or correctional institution contains many scattered and fragmented programs, services, activities and functions. As an example, the food services, housekeeping, warehouse, transportation, accounting, procurement, canteen, medical/dental/psychiatric, grounds and plant maintenance and industries functions, to name a few, all require various levels of knowledge, experience and job skill at different levels of proficiency. The programs and services provided by the inmate library, recreation and physical conditioning, pre-release, inmate self-help groups, arts/crafts, music and drama, are part of the informal curriculum. These programs and services, too, are usually fragmented.

Most of the "informal" curriculum of a prison is designed for service, usually to the institution, not the inmate. The service is needed and the activity or program was probably designed to meet that need. Many prison programs of work do provide a way to keep inmates occupied, but many do not provide any real quality work-experience or training that equates with similar jobs in the community and with the expectations and standards of the craft or trade in the community. In this case these programs and activities do little to help inmates prepare to compete for jobs in the community and to help them hold these jobs and to survive and make their parole.

The "formal" curriculum of a prison educational program encompasses academic education and vocational education. Often these two efforts are not coordinated to benefit the inmate. These two segments usually operate apart from each other, compete against each other for inmate time and participation and seldom are the services and resources shared. In those systems where educational services and resources from the community are not utilized, the

programs tend to become "institutionalized" as do the teachers, instructors and administrators. It is expected that many prison educational programs are not closely tied-into the community and to the expectations and standards established in the community. Without such community standards, expectations and tie-in, inmates going to parole often find themselves poorly equipped to function and survive.

If the vocational training received was outdated and in trade/craft areas that either no longer exist or are at a very low pay scale, the parolee will not be able to compete for a good job. Sometimes the methodology of the instructor is dated, the equipment and project work obsolete. If the trainees were graduated or completed on the basis of so many hours in training, not upon demonstrated competence or performance at a proficiency level established by the trade in the community, certainly these trainees will have extreme difficulty getting jobs. If the training courses of study are not kept current with the trade and do not contain essential training components required in the trade, then the trainees are at a disadvantage in competing for a job.

If academic programs award credit based upon time in class rather than upon demonstrated competence or performance at established standards or conditions and at specified levels of proficiency, these students will not be able to compete or function at the level expected by employers and others in the community.

Academic and vocational programs must do more than provide basic skills if they are to help inmates find jobs, and survive in the community. The Division of Parole and Community Services in California[1], among other things,

[1]Interviews conducted January 14, 1981 - February 9, 1981 with Pat Bolger, Acting District Administrator, San Jose, California; Edward Veit, Assistant Deputy Director Parole and Community Services Division; Ronald Chun, Planning Director for Parole and Community Services Division; and Al Smith, Divisional Training Coordinator.

has identified the need for work-place skills, in addition to the occupational skills, if the parolee is to retain a job. These skills include, but are not limited to, job performance, job attitude, work ethic, responsibility and social interaction. The Division has emphasized the need for survival or life skills, in addition to the academic skills, to better assist parolees in resolving the myriad of practical everyday experiences that relate to all aspects of community return.

In a prison setting there can be some real resistance to the utilization of federal, state, county and local governmental resources and services and to the broad human resources and services available in the community and the counties of the state. Whether it be a work-experience job in plant maintenance, a machine operators job in industry or a vocational/academic training slot, the failure to utilize these services and resources is short-sighted and diminishes the real value these experiences can have in better preparing inmates for community return.

The problem is to bring these fragmented programs and functions together, get them to share their resources and to effectively use governmental and community resources and services. Modifications must be made in their operational pattern and format to one based upon competence with established standards of performance and conditions of performance. The major emphasis must be upon inmates and upon identifying and meeting their needs for better preparation for return to the community.

The focus of this paper is upon the planning, development, implementation, monitoring and evaluation of a competency-based curriculum that might serve as a model or guide for other state correctional systems.

Chapter III

Definition of Terms

In order to provide some consistency to the ideas presented in this paper, it is necessary to define the term "competency-based curriculum" as it is planned by the California Department of Corrections.

Competency is the ability or fitness to function or perform a given task or activity.

Competencies are general statements or descriptions of these abilities or fitnesses. As an example, in California, in a competency-based education program, agreement is reached with the community, teachers/instructors, the school supervisor and administrators, parents, students, etc. as to what competencies are needed to successfully function in that community. These competencies must be completed or certified before the student can graduate.

Competency statements, as indicated above, are general statements or descriptions of competencies.

Competency-based education, curriculum, instruction and assessment all focus upon the learner and upon the demonstrated ability of the learner to apply knowledge and skills to history, government, science, economics, and to life skills situations such as occupational knowledge, health, interpersonal relations, consumer awareness, etc. The curriculum, instruction and assessment are comprehensive and share common characteristics that are explicit, known, agreed upon, integrated, performance-oriented, adaptive and data based.

Competency-based curriculum, as used in this paper, extends out to include the resources and services of the total institution and the community. The "formal" curriculum of academic and vocational education, the "informal" curriculum of institutional work experience, and programs of library services,

pre-release, orientation, self-help groups, recreation and physical conditioning, arts/crafts, drama, music, etc., all comprise the competency-based curriculum. This curriculum focuses upon the inmate and upon providing the experience, knowledge, skills and information needed to function in the institution and to better prepare for return to the community.

Program objectives or program goals are broad objective statements. As an example: "The program will prepare the students to do electric arc welding".

Instructional objectives are more specific. For example: "The student will demonstrate his ability to weld steel plate under conditions required in the trade".

Performance indicators are statements of specific conditions under which the stated ability or skill is to be demonstrated and establishes the level of proficiency of acceptable performance. The competency may require a series of performance indicators. An example: "The student will draw the equipment and supplies necessary for (portable) electric arc welding of steel plates (½" x 6" x 12") from a twelve foot scaffold". A continuation might be: "The student will demonstrate ability to set-up and weld four steel plates (½" x 6" x 12") in one hour using two vertical and two flat welds, from a 12' scaffold with no visual flaws in the weld beads."

Proficiency is the level or standard of performance.

Skill is the ability to use ones knowledge effectively and readily in execution or performance. Dexterity or coordination especially in the execution of learned physical tasks. A developed aptitude or ability. A learned power of doing something competently.

Assessment in this paper is used as the appraisal or measurement of an individual. Traditional measurement or appraisal instruments, such as a standardized test, compares the individual's performance with others. The

focus of competency-based curriculum is upon the individual learner, the learner's ability to demonstrate individual performance and requires a device or technique that will be task-oriented or criterion-referenced.

Chapter IV

Planning

The planning process for competency-based curriculum development in a school district or in a large state correctional system is the first major process, and as such, is critical and paramount to any success that might be achieved. The major component of such planning consists of the establishment of state level and institution level planning and advisory committees. Coordinating the work of these committees is essential. Figures 2 and 3 depict the membership recommended in order to provide wide representation in the planning process, both from the state level and institution level. The CALCOMP Committee (1979) emphasized the importance and necessity of community involvement in all phases of curriculum planning, development, implementation and evaluation.

I. Planning Committees and Advisory Committees

These committees should first examine the present curriculum and curriculum development process. How does the curriculum serve inmates? Is there a tie-in of curriculum services with other institutional operations to meet a broader base of inmate needs? Is there a standard core curriculum state-wide? How is achievement determined and credit awarded? Are the course goals and instructional unit objectives clear? Are the objectives specific, measurable, attainable, pertinent and observable? Are there performance indicators that clearly demonstrate the student's competence in applying each unit to a practical problem or life experience? Are federal, state, county and local community resources being utilized effectively? Is there a follow-up system to track student progress made in program and parolee progress made upon release to the community?

II. Determining Competencies Needed

After some determination is made regarding the present status of the curriculum, the committees need to take a broader look at how the curriculum should serve inmate needs. Important tasks of the committees will be to identify the competencies currently agreed upon as needed by inmates for successful return to the community. Here the services of resource people and advisory committees is of utmost importance. These competencies need to be translated into competency statements, and a decision made as to which competencies can be included in the "informal" or "formal" curriculum. Which area of the instructional program can best provide these competencies? When agreement is reached, the committee must assign the competencies to the appropriate subject matter area of the curriculum.

III. Designing a Framework and Philosophy

The committees need to establish ways to tie-in curriculum services with the practical needs of inmates. Concensus must be reached on an educational need for a framework, that relates to practical needs of inmates and include the proficiencies necessary for competence in the community, today. Following this the committees will have to develop a departmental statement of philosophy for competency-based education and curriculum development.

IV. Preparing a Plan of Action

A plan of action should be developed at the state level and institution level. This plan or blueprint for action must be shared with all concerned. Any subsequent changes or modificatons in the plan must be made available to all.

V. Planning for Evaluation

Other important committee tasks include the design of an evaluation plan and process to measure the effectiveness of the curriculum and the total education program and services in assisting inmates to better prepare for return to the community. This plan and process must be on-going and include an internal evaluation design (formative) and an external design (summative).

VI. Developing a Reporting System

A plan and design is needed for a reporting system to gather program data. This data should include instructional level and category of enrollment, entry-level skill, knowledge, competence and proficiency. Also included should be instructional prescription codes, student progress/achievement, time in program, competencies attempted and at which level of proficiency, competencies completed and level of proficiency, programs completed, terminations and reasons. The system should provide a summary of student activity and exit level achievement, skill, knowledge, competence and proficiency. The system should have the capability of meshing into existing or planned state-wide information systems (for example, in California the OBIS or Offender Based Information System and CDIS the Corrections Decision Information System). The system should identify inmates from the educational program going to parole.

VII. Planning and Designing a Follow-Up System

Part of the reporting system is to plan and design a follow-up study of parolees going to the community. The study should indicate the initial adjustment to parole and a six-month follow-up. The study should identify areas of parole success such as initial and follow-up employment, ability to find and keep a job and adjustment on the job. Study should identify those competencies that assisted the parole as well as identify needed competencies.

Study should also show the parole violators, reasons for violators and return to prison.

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FIGURE 2

DEPARTMENTAL PLANNING AND ADVISORY COMMITTEES

Departmental Planning Committee

2 Supervisor of Education (Regional)
2 Program Administrators
2 Supervisors of Instruction (academic/vocational)
2 Teachers/Instructors (academic/vocational)
2 Parolees
Classification and Parole Representative
Chief of Research
Chief of Education

Resource People

Industries Superintendent
Chief of Plant Maintenance
Business Manager
Policy and Planning Division
Parole and Community Services Division
Administrative Division
Industries Division
Community Resources/Services

Departmental Advisory Committee

1 State Department of Education
1 State Employment Service
2 Community College (academic/vocational)
2 State University/College (academic/vocational)
2 Adult School District (academic/vocational)
1 Post Secondary Commission on Education
1 Labor Representative
1 Management Representative

FIGURE 3

INSTITUTIONAL PLANNING AND ADVISORY COMMITTEES

Institutional Planning Committee

Program Administrator
Correctional Lieutenant
Cooperating School/College District
Supervisor of Academic Instruction
Supervisor of Vocational Instruction
1 Teacher (academic)
1 Vocational Instructor
2 Inmates
Correctional Counselor III
Supervisor of Education (Chairperson)

Resource People

Inmate Body
Faculty Vocational/Academic
Industries Foreman
Chief of Plant Operations
Business Manager
Associate Superintendents
Program Administrators
Pre-Release Counselor
Parole Agent

Institutional Advisory Committee

Consultant from State Department of Education
College Coordinator
Adult School District Coordinator
Academic Advisory Committee Member
Vocational Advisory Committee Member
Inmate Advisory Committee Member

Chapter V

Development

The development process is the second major process in the design of a competency-based curriculum for a large state correctional system. It is in this process that the quality and amount of leadership and the support and assistance provided at the state and institutional levels, is tested. Essential to the development process is the degree of cohesiveness and cooperation established between each of the institutional programs and with the state department. The first of the two principal parts of this process focus upon staff-training and development.

I. Staff Training and Development

Staff training and development should be on-going, based upon a needs assessment to determine the competencies most needed by the staff and provide awareness and orientation from a state departmental level. This was emphasized by Popkin.[1] Departmental workshops will provide a setting for all institutional supervisors of education, the instructional supervisors and counselors and state department staff to participate in an orientation to the department's philosophy of competency-based curriculum and plan for developing and implementing such a philosophy. At these workshops, all the resources of the State Department of Education should be fully utilized in presenting an overview of competency-based curriculum. The terms used should be carefully explained and concensus reached on their definition. The fundamentals of open-entry, open-exit, individualized instruction and mastery teaching should be presented by qualified resource staff. The assessment of student ability, skill, strengths

[1]Popkin, Walter. A presentation made to correctional educators at a Departmental Curriculum Workshop, held November 8, and 9, 1979, at the Office of the Kern County Superintendent of Schools, Bakersfield, California.

and weaknesses, how this is done more effectively should be a large part of the training, as should be the diagnosing of student needs and prescribing instructional strategies. Placement of students in the instructional programs should be carefully examined. Other vital training that must be provided is the clinical monitoring and supervision of the instruction, measuring achievement, and documenting the records to establish a valid data base. Competencies identified by the Planning Committees should be reviewed and discussed and all resources and services available should be identified. Staff training should include work in writing competency statements, instructional objectives, and performance indicators and include a look at some pre-tested competency-based instructional materials.

II. Curriculum Development

Departmental workshops will be required on a continuing basis for the teachers/instructors, instructional supervisors and site administrators to accomplish the following:

A. Review the content, scope and instructional sequence of each existing course of study or level of instruction.
   1. Occupational skills (manipulative and related training)
   2. Academic skills (ESL, ABE I, ABE II, Adult High School)

B. Reach agreement on a standard core curriculum for each course of study or level of instruction.

C. Examine each competency statement. Re-affirm that the competency is in the proper subject matter areas of the instructional program. Determine the level of instruction needed to provide the competency.

D. Translate the competencies into program objectives.

E. Translate the program objective into specific instructional/learner objectives.

F. Develop performance indicators for each instructional or learner objective. See that these clearly state the basic performance expected, the conditions under which it is to be performed and the level of proficiency of acceptable performance.

These departmental staff training and curriculum workshops provide a setting for departmental concensus of goal and purpose, and agreement as to issues, direction, process and procedures. The workshops also provide the faculty with an active role in departmental planning operations and policy.

Chapter VI

Implementation

Implementation of competency-based curriculum into the instructional program is an exacting process and requires time, effort, support and understanding. It requires many hours of skillful staff training and development at the instructional site and it requires a clinical approach to supervision. As emphasized by Cogan (1973), "the lack of clinical supervision is conceived to be one of the major factors in the failure of many useful instructional innovations to secure a foothold in our schools and universities." (p. xl).

I. Staff Training and Development at the Institutional Level

Clinical supervision as a concept and resource to the faculty must be carefully introduced and explained by the instructional supervisors, along with a committment to provide assistance and support. Staff training and development should be based on a needs assessment to determine the competencies most needed by staff. Special training must be provided in mastery teaching and in the sources of and uses of competency materials. A closer study must be made of all aspects of competency and individualized instruction. Teachers/instructors will need on-going training in use of and design of assessment techniques and instruments, and in diagnostic and prescriptive practices to meet inmate needs. The procedures and process of placing students in the instructional program, monitoring the instruction and documenting achievement, need to be carefully reviewed. A consistent record keeping system will be needed to record a student's program goal, objective, entry-level, gain and certification of competencies successfully completed.

II. Assessment of Student

Each student will have to be assessed, and entry-level of achievement, knowledge or skill determined. Students' needs, strengths and weaknesses need to be identified, and program goals and objectives determined. A program will need to be developed to meet these goals and objectives based upon a plan of instruction prescribed. The student then will have to be placed in the program.

III. Implementation of Instruction

The careful monitoring of the instruction and clear faculty-student communications are essential to a meshing of the curriculum into the instructional program. Monitoring is essential, as is the early identification of problem areas. Special training and assistance must be provided the faculty at this key point, as well as continued support and recognition of service.

IV. Follow-Up

There are many other important activities and responsibilities included in the implementation process. Some of the major ones for teachers/instructors and instructional supervisors include:

A. Tour the instructional sites. If necessary, revamp these to provide a better setting for learning and for individualized instruction.

B. Acquire the basic instructional materials needed and start to develop any special CBE materials needed, but not available. Adopt appropriate materials already tested and available whenever possible.

C. Consider alternative ways to provide the instruction to meet the needs of students with various learning modalities.

1. Traditional classroom shops
2. Individualized learning centers
3. External classrooms or learning centers
4. Independent study
5. Educational television/microwave interactive systems
6. Audio visual modes
7. Kinesthetic (hands-on)
8. Other performance tests

D. Evaluate the application and effectiveness of adopted competency-based instructional materials. Revise as necessary.

E. Determine the student's progress in the program. Award credit for demonstrated competence. See that the basic performance expected is clear, and the conditions under which it is to be performed are met and the performance is at the level of proficiency acceptable for the certification of credit.

F. Document student progress and achievement systematically to insure a valid data base. Enter data into reporting system.

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Chapter VII

Assessing the Learner

The purpose of assessment in a competency-based curriculum is to determine the learner's performance level in relation to the clearly stated, well defined, performance standard. The CALCOMP Monograph (1979) and the California Adult Student Assessment System (In Progress) also point out that assessment also serves to determine the quality of instruction, the validity of assessment instruments, and the appropriateness of program goals and objectives.

Integration of assessment, curriculum and instruction is crucial and should reflect actual life situations as described in the competency. Figure 4 depicts this. The content and strategies of assessment should be clearly stated, be known to all involved in the assessment, allow for some choice, if possible, in time and technique, and be adaptable. Assessments should be criterion-referenced rather than norm-referenced. Stall and Stafford (1980) emphasized these points.

Assessment strategies may range from paper/pencil objective test to actual skill performance. The credibility of the assessment depends upon the validity and reliability of the testing device. Locating, securing or designing appropriate assessment devices and strategies is an on-going process. The actual responsibility for the assessment is that of the teacher/instructor.

"The validity of the assessment depends upon whether or not it measures what it is supposed to measure. To be reliable, the assessment must measure with an acceptable degree of consistency." The CALCOMP Monograph (1979) emphasizes this. (p. 33)

Inmates who voluntarily return to academic and vocational education recognize they have a need. They will accept assessment activities that clarify these needs and point out areas for instructional assistance.

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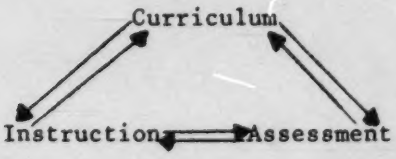
FIGURE 4

INTEGRATING CURRICULUM, INSTRUCTION AND ASSESSMENT



Chapter VIII

Monitoring

Monitoring responsibilities are complex in a curriculum effort of this magnitude. Certainly the administrative functions must be monitored, both at the state level and institution level, as well as the work of the planning committees, the counseling/guidance initial assessment work, and the supervision of the instructional program. Major monitoring functions and suggested responsbilities are outlined by level and function.

I. Administrative: Departmental Level

(Departmental Chief of Education and Staff)

A. Coordinate the work of the institutional planning and advisory committees with the departmental planning/advisory committees.

B. Identify any problem areas developing state-wide and take action to resolve these.

C. Keep institutions and their planning/advisory committees advised and informed of the progress/problems on a state-wide basis.

D. Coordinate/cooperate closely with the Parole and Community Services Division, the Planning and Policy Division and with the Chief of Research. Keep the Institutions Operations Division fully informed.

E. Over-all responsibility to oversee the planning, development, implementation, monitoring and evaluation processes.

II. Administrative: Institution Level

(Supervisor of Education and cooperating Adult School, Community College Staff)

Provide over-all administrative leadership and guidance to the program. Give assistance and support to instructional supervisors. Provide the time needed by instructional supervisors to clinically supervise and oversee the instructional process. Arrange for special training for the instructional

supervisors. Coordinate and liaison all aspects of the instructional program with the work-experience programs and other institutional services and resources, federal, state, county and local governmental services and resources, community resources and services and curriculum. Coordinate the work of the institutional planning committee with the institutional curriculum advisory committee and with the department. Over-all responsibility to oversee the planning, development, implementation, monitoring and evaluation processes.

III. Counseling/Guidance

(Education Counseling Guidance Staff and Institution Counselors)

A. See that each student receives an orientation to competency-based education.

B. Provide an assessment of entry-level skill, knowledge and competency for each new student. Place student in program at proper level. Enter in the reporting system.

C. Provide on-going counseling services to students.

D. Be accessible to students and faculty.

E. Work closely with the faculty and the students to insure program continuity and to meet inmate needs.

IV. Supervision

(Supervisors of Instruction)

A. Give assistance and support to faculty.

B. Keep them informed. Be accessible.

C. Observe the programs on a regular basis.

D. Clinically supervise the instructional process and methodology of the faculty.

E. Provide training to meet special needs.

F. Know what is going on in your program, and what is being done.

G. Identify problem areas and work out solutions.

H. Monitor (the process date) instructional activities, methods, processes.

I. Monitor (the context data) environment in which the activities take place, the facilities, equipment, etc.

J. Monitor (the product data) outcomes of instruction.

K. Oversee the testing of knowledge, skills and competencies.

L. Oversee the documentation of student participation, progress achievement.

M. Provide on-going training in the use of assessment instruments and in the different strategies and techniques for assessment.

N. Direct responsibility to oversee the implementation, monitoring and internal evaluation of the instructional program.

V. Assessment

(Supervisors of Education, Supervisors of Instruction, Teachers/Instructors/ Counselors/Inmates)

A. Are tests being administered uniformly and competently? Are the proper tests being used? Provide proper orientation and training to the test administrators.

B. See that proper records are kept of the assessments and certifications and that these are in the data-base.

Chapter IX

Evaluation

Evaluation, as used here, refers to the total appraisal function. Evaluation as defined by Webster is "to determine the significance or worth of, usually by careful appraisal and study". Assessment is an appraisal or measurement, but as used here, refers to individual measurements and appraisals applied to components of the total process. For example, the inmate learner may be assessed or measured as to his/her ability to complete a task or activity. This task might be a task or activity in vocational education, academic basic skills or life/survival skills. Assessment may require a specific criterion-referenced test. Teachers may be assessed on their skill in presenting instructional material and instructional supervisors according to their expertise in assisting the faculty, monitoring faculty performance, etc. Administrators may be assessed according to their ability to guide and direct the total program of education. The over-all or total evaluation or appraisal must encompass all the indicators, information and data gathered on all phases of the competency-based curriculum.

The intent of the competency-based curriculum is to assist the inmate in adjusting to the institution and to better prepare for return to the community. The evaluation must provide a summary judgement as to the success of the curriculum and the total process and effort. Are the curriculum and activities in accordance with the statement of philosophy and the stated goals and objectives? Evaluation can provide a means for program improvement and maintains program strength and vitality. Evaluation should serve to maintain responsiveness to inmate needs and to community involvement in the correctional process.

It is recommended that the evaluation plan and process include, but not be limited, to data and information from three major evaluation components. First, an internal evaluation (formative) on an on-going basis. Second, a follow-up study of parolee success upon return to the community. Third, a summative evaluation. An outline of these components and suggested activities are given.

I. Internal Program Evaluation (Formative)

A. Program Review (On-Going)

Monitoring by institutional and departmental staff.

1. Determine if program is in keeping with statement of philosophy and the stated goals and objectives.
2. Make a quarterly review of inmate progress, participation, attendance, and achievement.
3. Ascertain if the instructional program is providing the necessary knowledge and skills needed to meet or exceed the competencies.
4. Are resources and services for program enrichment being utilized? How?
5. Is the measurement of inmate progress and the certification of competencies consistent with the required level of proficiency? Are the records accurate and consistent?
6. Is administrative support being provided the faculty and staff? What are the developing faculty/staff training, inmate needs?
7. What is the reaction of the inmates, faculty/staff, and other staff to the program? Use formal and informal techniques.
8. Is the methodology of instruction individualized and does it provide for the different learning modalities? Is the mastery teaching concept being utilized effectively. (Formative)

9. Are the instructional materials appropriate and are they of high interest and at the adult level?

B. Summarize findings and make necessary changes, corrections and adjustments to the program.

C. Provide feedback of internal evaluation to:

1. Curriculum committees
2. Departments/institutional planning committees and advisory committees
3. Faculty, staff, inmates
4. Institutional work-experience operations
5. Other institutional programs
6. Federal, state, county and local government agencies, resources and services
7. Community-based resources and services

II. Follow-Up Study of Parole Success: External Evaluation

Conduct a follow-up study to determine the status of participating inmates after six months on parole. Identify those parolees with six months successful parole. Identify those who are still on parole but in difficulty or near parole violation. Identify those who have failed parole. Determine as near as possible; (1) the competencies common to those who have six months of successful parole; (2) competencies common to those who are in difficulty and; (3) competencies common to those who were violated. Determine the reasons for violating the parole. Identify any competencies needed but not provided.

III. Summative Evaluation

A. Examine the product data. Identify the outcomes of the instructional program and the curriculum.

1. Enrollments, completions, terminations
2. Entry-level skill, knowledge, achievement
3. Instructional prescriptions
4. Exit-level skill, knowledge, achievement
5. Competencies certified

B. Examine the process data. Identify the instructional methodology, program activities and processes.

1. Counseling, guidance, assessment and placement of student in instructional program.
2. Instructional prescriptions
3. Instructional methodology
4. Assessment instruments
5. Testing and progress checks
6. Pre- and post tests
7. Norm-referenced tests
8. Criterion-referenced tests

C. Examine the content data. Look at the environment in which the program activities are taking place.

1. Learning environment
2. Instructional environment
3. Facilities
4. Equipment
5. Rules, procedures, schedules
6. Supplies
7. Area skills and behaviors

D. Examine the internal on-going evaluation results and findings.

1. Did program follow the philosophy, goals, and objectives?
2. Did the program provide the skills and knowledge needed?
3. Were the assessment instruments consistent and accurate?
4. Were the records accurate and consistent?
5. What was the over-all support of the program?
6. How did the inmates, staff and faculty react to the program?
7. Was the instruction individualized? Was it tailored to meet the instructional prescriptions?
8. Were the materials appropriate and effective?

E. Examine the results of the parole follow-up study.

1. Initial adjustment to parole. Identify problem areas.
2. Six-month follow-up of adjustment. Identify problem areas.
3. What competencies contributed to initial adjustment?
4. To the six-month follow-up?
5. What competencies are needed?
6. Why were the parole violators returned?
7. What competencies were needed?

F. Analyze the findings of the over-all internal, and external evaluations.

1. Identify program elements that are meeting inmate needs and are consistent with program goals and objectives.
2. Which program elements are not effective? Why?
3. Did the program deliver the desired outcomes?
4. Was the instruction, program activities and the over-all instructional process successful in meeting program goals and objectives?
5. Was the learning environment compatible to the program and to the goals and objectives.

G. Identify any specific evaluation outcomes that relate to product data (program outcomes), process data (instructional process and activities) and context data (the learning environment).

H. Analyze the cost-effectiveness of the program elements.

I. Reach a concensus on the status of the program and curriculum.
Identify specific areas of strength and areas of weaknesses.
Identify any area in need of deletion, change or re-direction.
Identify any areas needed but not provided.

J. Summarize the findings of the evaluation and make recommendations for program improvement, re-direction, continuance or termination.

K. Disseminate the evaluation findings back to:

1. Curriculum committees
2. Departmental institutional planning/advisory committees
3. Faculty, inmates and staff
4. Work-experience programs
5. Other institutional programs
6. Federal, state, county and local government people
7. Community-based resources and services people

Chapter X

Summary

A competency-based curriculum in an adult correctional facility must relate to the total correctional process and effort. The curriculum must focus upon the inmate and upon the needs of inmates in adjusting to incarceration and in preparing for return to the community. The curriculum must be based upon preparing inmates for competence in life/survival activities, tasks, skills and knowledge, and upon competence in occupational skills, work-place skills, academic skills and re-entry skills. Broad curriculum goals include opportunities to acquire self-confidence and self-esteem. The curriculum must also provide opportunities to demonstrate initiative, stability, responsibility, inter-personal skills, work-place skills, occupational skills, job and work ethic, and job readiness. Important in the curriculum are the opportunities to acquire and demonstrate communication and computational skills, problem solving and informational seeking skills and re-entry skills. The curriculum must instill a clear understanding of individual rights and the responsibilities of individuals to themselves, their families, to others and to the community. Finally, the curriculum must clarify and reinforce values and value judgements and the need for on-going self-evaluation and self-improvement. Competence in the broader sense requires all these components. Competency-based curriculum provides a vehicle, structure or framework to provide these components.

Essential to a competency-based curriculum is the full involvement of all institutional programs, resources and services, community resources and services and governmental resources and services. Figure 5 shows such interaction.

Educational leadership must come from the state correction's educational leader and the institutional supervisors of education. Careful coordination, staff-training, and orientation must preface each of the major components of planning, development, implementation, assessment, monitoring and evaluation.

The many fragmented educational and work-experience programs, processes and operations of the prison system must be brought together, under a philosophy of competence and demonstrated performance. A framework must be designed and a plan developed that will bring the "informal" and "formal" curriculum into a close working relationship. Modifications must be made in their operational pattern. Emphasis must be upon demonstrated competence with established standards of performance and conditions of performance. Figure 6 depicts such a model.

FIGURE 5

COMPETENCY-BASED CURRICULUM INTERACTION

IN A STATE CORRECTIONAL SYSTEM

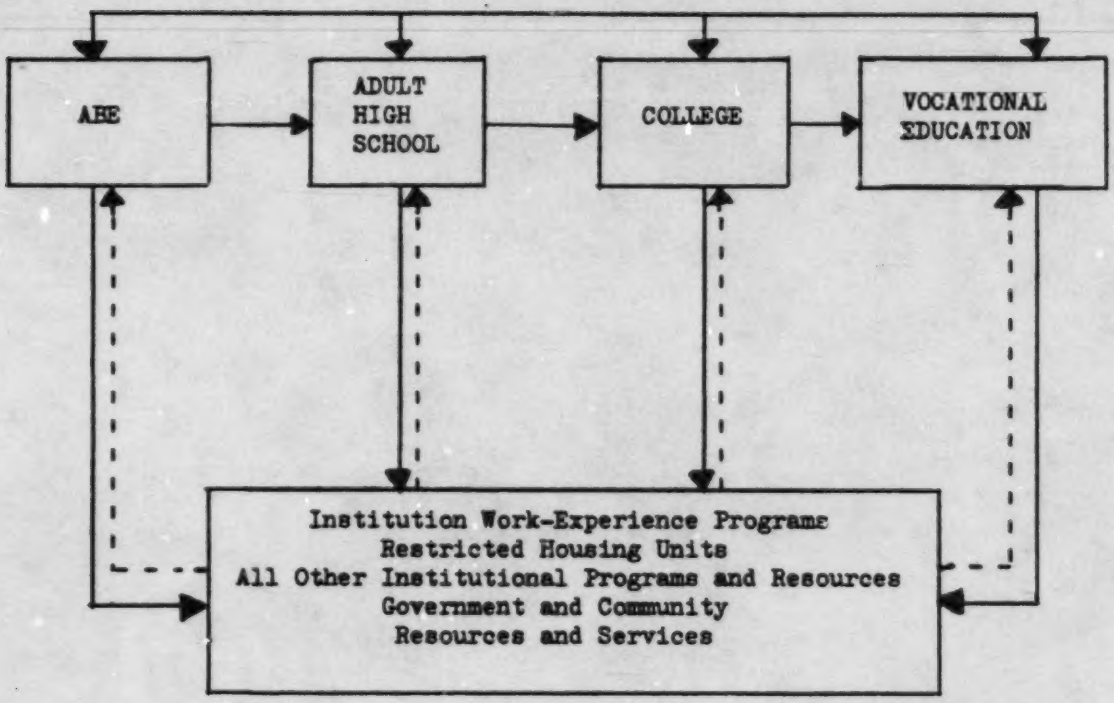
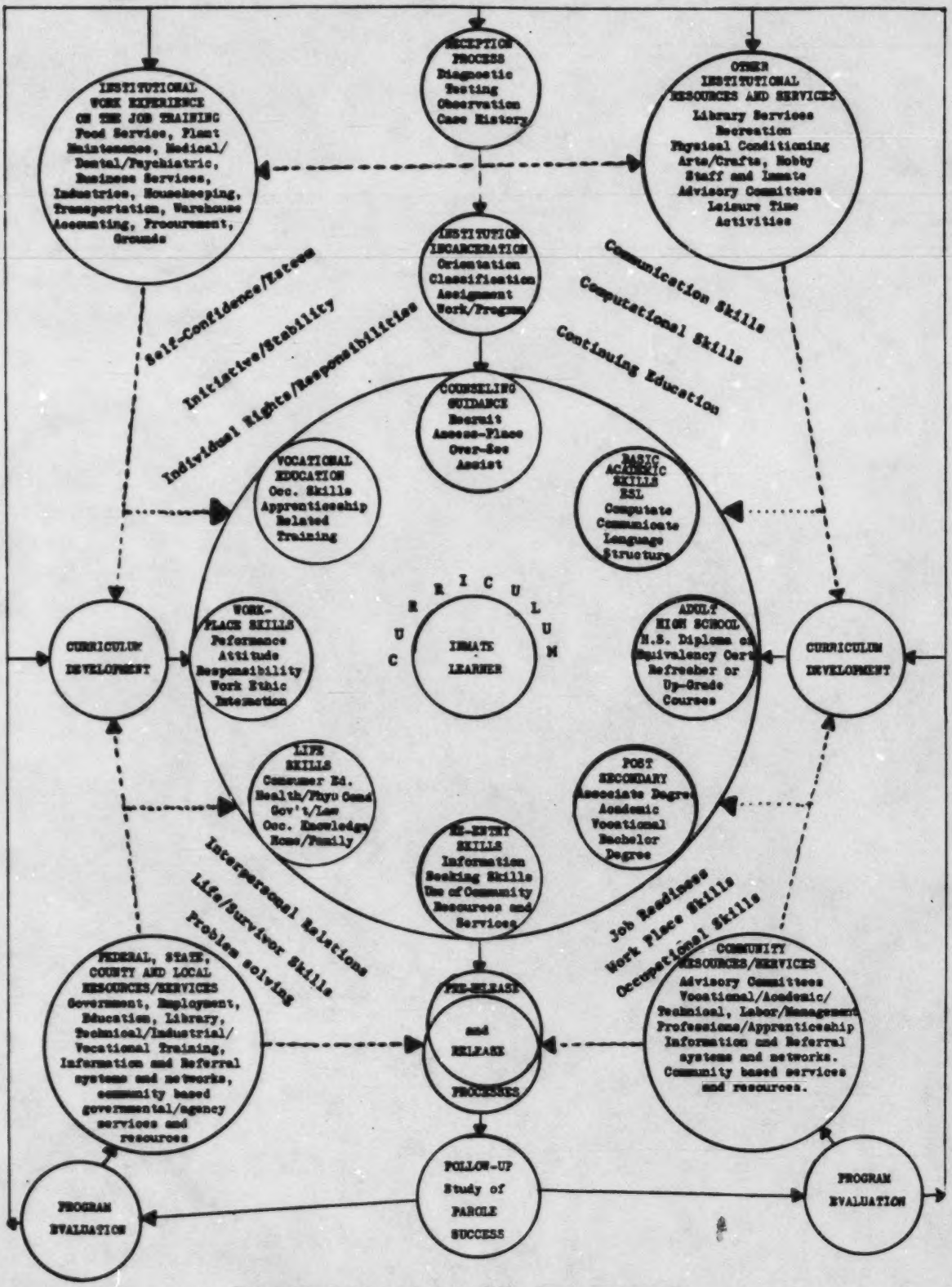


FIGURE 6

A COMPETENCY BASED CURRICULUM MODEL FOR A
STATE DEPARTMENT OF CORRECTIONS



The purpose of this model is two-fold. First, to establish the relationship of the curriculum to the total correctional process, resources and services. Second, to establish the inmate learner as the center of the curriculum, identify components of the program, and show the relationships between the learner and learner's skills, content area competencies and specialization.

Chapter XI

Competency-Based Curriculum in the California Department of Corrections

In the California Adult Correctional System, the faculty, students, supervisors, and administrators have worked together with labor and management with schools, colleges, and universities and the State Department of Education and other federal, state and county governmental agencies in curriculum development. All vocational course outlines are standard for each of the 50 areas of training provided in the 126 different vocational programs throughout the state. Concensus has been reached with community trade advisory committees in each area of training on the course content, sequence and scope, project work, manipulative and related training, equipment, etc. for each vocational training program. Staff development and curriculum workshops are held statewide each year to keep these courses and the curriculum current and equated to the changes and trends of the industry/trade, and to meet inmate needs in acquiring a current employable skill. Vocational training in non-traditional trades is being provided female inmates, and the emphasis is upon training that leads to real jobs upon release. There is some general agreement on competence and upon demonstrated competence under conditions of the craft/trade and at specific levels of proficiency; however, this will be the next phase of curriculum development, for vocational education.

In academic education, in the California system, the faculty, students, supervisors, administrators and cooperating school and college districts have worked closely with each other and with the State Department of Education, Division of Adult Education Field Services, the State University and Colleges, Community Colleges and private colleges/universities, and with community advisory committees in curriculum development. The academic course outlines

and curriculum guides for English as a First/Second Language, Adult Level I (0 - 5.9), Adult Level II (6 - 8.9), Adult Level III, Refresher Mathematics, Communication, and Mechanics of Language, Preparation for the Equivalency Certificate, are competency-based and standard in each correctional institution state-wide. These outlines and guides have instructional objectives and performance indicators that assist the teachers and students in demonstrating and assessing academic achievement and competence. Each outline/guide contains special sections on assessment strategies, resources and teaching strategies to further assist the teacher and student. Staff development and curriculum workshops are held state-wide to keep these courses and curriculum current and to meet inmate needs. In addition to these basic skills course outlines/guides, the department has adopted the excellent life-skills modules developed by the Clovis Adult School. These 105 modules are for classroom use or independent study. The department is in the process of adopting the Competency-Based Adult High School Diploma Program developed by the Los Angeles Unified School as a department-wide minimum requirement for the adult high school diploma. In this Los Angeles competency program, forty competency achievement packets (CAPS) were developed, pilot-tested, formatively evaluated and disseminated. The San Diego Community College is developing assessment instruments for the competencies developed at the elementary level. Los Angeles Unified School District is in the process of developing the assessment instruments for the life skills section of the Adult High School Competency-Based Diploma Program.

In the inmate libraries at three of our institutions, we have developed pre-release informational centers and learning centers. These centers operate in cooperation with the pre-release operations and focus upon providing

specific pre-release information to inmates. In California, each county is required by law to gather and compile information on human service resources available throughout that county and to report this annually according to a uniform classification system. Copies of this information and other information and resources are made available to the inmates. Special assistance is available in developing informational seeking skills and in job information and job-seeking skills.

An instructional resources center is located in Central Office. This center seeks to continually search for and identify adult level materials of high interest that have been field-tested and found effective. This center answers field calls regarding problems or information on all types/levels of materials, resources and teaching strategies. The center is administered by a highly qualified reading and instructional materials specialist with a significant background of teaching experience.

At the annual departmental education staff training and curriculum development workshops, faculty and instructional supervisors receive on-going training in mastery teaching. Assessment instruments are examined and techniques and strategies considered for assessing initial achievement for placement purposes, on-going progress in program and outcome achievement at the conclusion of an activity, course or program. Diagnostic techniques are examined, explained and diagnostic skills improved. Techniques for prescribing instruction and the instructional strategies are considered and training given in the evaluation of student progress, curriculum materials, and instruction. Workshops are held at the institution sites continuing the development of mastery teaching skills and broadening the understanding and acceptance of demonstrated competence.

The key to curriculum development in the California system is the interest, concern and effort of the faculty, inmates, and the instructional supervisors in curriculum development and improvement. The focus of the curriculum is upon the inmate. The Community and the Government are working with the Correctional System and with the inmates in development of a curriculum that will provide opportunity - opportunity for self-improvement and better preparation for return to the community.

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